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ABSTRACT

This document is the first of a series of working papers of a project which conducted a cooperative study of existing student study team processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of methods and preliminary findings. This paper reports on a content analysis of materials relating to existing student study team practices. Results are grouped into six areas: (1) purposes of student study teams; (2) seven stages of the study team process; (3) list of study team participants (i.e., principal, classroom teacher, specialists, and others); (4) list of student characteristics (e.g., demographic characteristics, academic problem areas, behavioral areas); (5) instructional modifications (e.g., environment, materials, assignments, teaching techniques, parent contact); and (6) list of resources (e.g., teacher time, teaching aids and materials, other participants' time, assessment/data collection materials). (DB)

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PRELIMINARY DESCRIPTIONS OF SIX ASPECTS OF EXISTING STUDENT STUDY TEAM PROCESSES IN PARTICIPATING SCHOOLS, DISTRICTS AND SELPAS

A Working Paper for Review by Student Study Team
Cooperative Project No. G0084C3505 Participants
And Project Advisory Committee Members

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July 26, 1985

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PROJECT DIRECTOR'S FOREWARD

This document is one in a series of five working papers produced by staff members of a project established to conduct a cooperative evaluation study of existing student study team processes. The project was partially funded under a cooperative agreement between the Office of Special Education Programs of the U.S. Department of Education and the Program Evaluation and Research Division of the California State Department of Education. The Division assigned the responsibility for administering the project to the Special Studies and Evaluation Reports Unit. The study was conducted in close collaboration with a Project Advisory Committee and staff from 31 schools in 22 school districts in nine randomly selected Special Education Local Plan Areas in California. All local participating agencies and schools were volunteers and were operating some form of student study team process. The duration of the study was from October 1984 through June 1986.

The purpose of this series of working papers is to augment the final report of the study by providing detailed descriptions of (1) the methods developed and used in the study and (2) the preliminary findings which had been presented to local and state- level participants in the study for their review and comment. The title of the final report is "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study." The report, like the working papers, has been submitted to ERIC for dissemination.

The working papers are listed below in the order in which they were completed in final form.

Stockdale, Geoffrey, and Margaret Merrick Scheffelin. "Six Aspects of Existing Student Study Team Processes in Participating Schools, Districts, and SELPAs." Working Paper No. 1. July 1985.

Hickman, Andrew, Geoffrey Stockdale, and Margaret Merrick Scheffelin. "Notebook for Data Collection and Submission: A Working Paper for Use by Special Education Local Plan Area Representatives, Participating Districts, and Schools in the Cooperative Evaluation Study of Existing Student Study Team Processes." Working Paper No. 2. October 1985.

Moger, Roxanne. "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study: Draft Preliminary Findings." Working Paper No.3. April 1986.

Hickman, Andrew, and Geoffrey Stockdale. "A Summary of Responses to the Survey of Student Study Team Participants." Working Paper No. 4. June 1986.

Smith, Kay Slavin. "Procedural Treatment of Individual Student Record Form (Form 13) Data." Working Paper No. 5. June 1986.

To the project staff's knowledge, this study is the first in the nation to yield information on the characteristics of students brought to the attention of student study team processes. There were no tested data collection instruments available for use or adaptation. Project staff, members of the Advisory Committee, and local staff worked cooperatively to develop, review, and complete the data collection forms; to review and critique the preliminary findings; and to review the draft of the final report. The analysis of the data was done by project staff. Analyzing survey data was fairly straightforward; analyzing the intensive student data was a task of another order of magnitude. Much credit is due to the project staff, who successfully carried on the simultaneous tasks of data analysis and flood control. It is common to safeguard one's data from ordinary mishaps such as misfiling or inadvertent discarding of subtotals. It is rare to safeguard one's data from the ever-rising waters of a river threatening to overflow the levee behind the building in which one is working.

In the spirit of shared scholarship the staff offers these working papers as a record of their thought and work and as an assist to scholars who may be examining similar topics in the future. In the spirit of giving credit where credit is due, I wish to acknowledge the creative and assiduous work of the members of the project staff, all of whom were graduate students at California State University, Sacramento, during their work in the project. In the order in which they began their work, they are Geoffrey Stockdale, Andrew Hickman, Kay Slavin Smith, and Roxanne Moger. Staff members Stockdale, Smith, and Moger are in the field of communication studies; Mr. Hickman's field is psychology.

As one of the first evaluation studies funded under the expanded evaluation authorization of Public Law 98-199, the information may be used at local, state, and federal levels. It must be noted that nothing in these working papers, or in the final report, is to be construed as an official policy or position of either the California State Department of Education or the U.S. Department of Education. Finally, the responsibility for omissions and inaccuracies must remain mine, as project director.

Margaret Merrick Scheffelin, Ph.D.
Consultant, Program Evaluation & Research Division

Sacramento, California.
June 1986.

PRELIMINARY DESCRIPTIONS OF SIX ASPECTS OF EXISTING STUDENT STUDY TEAM PROCESSES IN PARTICIPATING SCHOOLS, DISTRICTS AND SELPAS

PREFACE

I want to thank the people who have assisted and supported this effort. They include Margaret Scheffelin, our Project Director. She has given me sufficient time and encouragement to develop this working paper to its current, though still incomplete state. Additional thanks and recognition is due Sandra Higgins, our Project Assistant, who has been continually responsive to my need to constantly revise this work and has taken great care in introducing changes great and small into the most current version of this work. I also wish to thank the SELPA representatives who all sent in materials used in this initial taxonomic effort, along with the participants in the March 8, 1985 project workshop who provided helpful information.

Finally, any oversight present in the current document is wholly my own.

Geoffrey Stockdale, Research Associate

PRELIMINARY DESCRIPTIONS OF SIX ASPECTS OF EXISTING
STUDENT STUDY TEAM PROCESSES IN PARTICIPATING SCHOOLS, DISTRICTS AND SELPAS

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I. INTRODUCTION PRELIMINARY DESCRIPTIONS OF SIX ASPECTS OF EXISTING STUDENT STUDY TEAM PROCESSES IN PARTICIPATING SCHOOLS, DISTRICTS AND SELPAS

This working paper is the product of a content analysis of materials related to existing Student Study Team processes sent to our office by SELPA project participants and information provided at the March 8, 1985 Project Workshop. The intent of this analytic effort is to summarize our current understanding of the Student Study Team (SST) processes as they are represented in procedures, forms, documentation and participant commentary. As a working paper this effort is in no way a complete or comprehensive treatment of the complexity and diversity of the SST process. However, it will, we hope, stimulate a response from Project Participants at the SELPA, district and school site levels in an effort to round out the picture on these aspects as we continue development of the draft data collection forms for on-site use in the 1985 fall semester.

Method: The method used for developing this paper was content analysis. That is, the written materials were read and reviewed to obtain information on their content. Content analysis implies a rationale for development of categories within which to place bits of information gleaned from review of text. In this case, the categories were derived from the terms used in our evaluation questions for the study, as revised after the March 8, 1985 workshop. Various descriptors for six aspects of existing Student Study Team processes were found throughout the materials. Each aspect is treated in a separate section of this working paper. The correspondence between evaluation questions and the sections of this working paper is deliberately direct. The second and third level topical categories in certain sections were made to begin ordering findings in a way that both had logical integrity and was similar to the associations of ideas present in some of the forms and documents analyzed.

Purposes of the Working Paper: This paper is intended as a vehicle for feedback to SELPA, district and school site participants in the project and as an effort to further elicit detailed information on the range and diversity inherent in SSTs. It is intended that all project participants will have the opportunity and inclination to review the lists in this document and liberally add to them their own observations in an effort toward a comprehensive listing of aspects of SSTs. Additionally, if any categories or descriptive labels used seem in need of reconsideration, it is expected that project participants will offer such suggestions as are appropriate.

GPS/sch

II. PURPOSES OF STUDENT STUDY TEAMS INDICATED IN DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

Purposes of Student Study Teams
to develop planned interventions for students experiencing academic and/or behavioral problems in the regular programs
to act as a resource when intervention is sought (by anyone having knowledge of their [a student's] functioning)
to provide a source of intervention assistance (for classroom teachers)
to consider regular program interventions and documents
to provide assistance to another staff member who has requested help in effectively maintaining a pupil in the regular educational setting
to discuss students who are presenting a concern
to provide an immediate support system of help to classroom teachers and ensure appropriate referrals to special education
to ensure the correct academic placement of students
to look for appropriate interventions which enable students to function in a regular classroom
to ensure the legal satisfaction of Education Codes 56302 and 56303 (which require documentation of the efforts to modify the regular class/program [prior to special education assessment])
to discuss teacher/parent or agency concerns regarding a student and to make appropriate recommendations to resolve the student's difficulties
to review records of students who demonstrate: a.) a lack of measurable growth in one or more academic areas within a semester or year's time; or, b.) a behavioral or learning pattern that prohibits progress in the cognitive, effective or sensory motor areas (PL 94-142)

Purposes of Student Study Teams (continued)
to provide secondary resource specialist program referrals
to look at other alternatives before special education referral so that the resource caseload does not become overloaded with marginal cases
to eliminate unnecessary assessment and hold down the special education team paperwork
to provide good background on students to the psychologist or resource specialist in the event of special education assessment, and thus facilitate effective selection of assessment tools
to serve students who experience learning and behavioral problems in schools through the regular education program
to review individual student problems and plan alternative instructional strategies that can be tested in the regular classroom before a decision is made to refer the student to Special Education
to develop creative ways to deal with concerns about students through use of the good practices of group problem solving
to review individual student's strengths and weaknesses, identify the major problem(s), develop strategies, delineate responsibilities, and provide mutual support for implementation
to discuss problems of students rather than decisions as to eligibility of student (for special education programs)
to provide students who have learning, behavioral and/or emotional needs the opportunity to have his/her case reviewed
to make recommendations for students whose needs are not being adequately met under existing circumstances
to allow and encourage involved staff members and parents to add their knowledge and expertise in the planning for the student

Purposes of Student Study Teams (continued)

to serve, collectively, to assist the teacher and/or parent to help the student through suggestions for other ways of presenting information to the student

to provide regular education teachers an opportunity to brainstorm ideas that can be used to prevent and remediate problems

to assist regular education classroom teachers to meet the needs of students who have special difficulties not presently being met by any special education program or other support groups at site level

to provide a vehicle for delivering appropriate services and interventions for students in a coordinated manner

to provide a quick, professional approach to maximizing each student's education

to provide a problem solving body of specialists to which the teachers, counselors and parents can turn for assistance with particular students

to provide a process whereby a team approach is used to identify, clarify, and work on a problem that a student is experiencing in some aspect of his/her school life

to help coordinate categorical programs

to deal positively with teh individual students whom teachers notice to have learning or behavior differences which the teacher cannot deal with alone, having tried everything he/she could in an "on your own" basis

to summarize the areas where a student is experiencing difficulties

to develop and monitor intervention strategies

to refer the student to other programs if further assistance is needed

III. TENTATIVE GENERAL OUTLINE OF STUDENT STUDY TEAM PROCESS SUGGESTED BY DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

The Student Study Team process seems to proceed through the seven stages outlined below:

A. Problem Identification

a. Poor academic performance
   -"Lack of measurable growth in one or more academic areas within a semester years time"

b. Behavioral problems
   -demonstration of a behavioral pattern that prohibits progress in the cognitive, effective or sensory motor areas (PL 94-142)."

c. Identification may be made by:
   -classroom teacher
   -other teaching staff
   -Professional or Specialist Staff: Counselor, Nurse, Psychologist, Resource Specialist, etc.
   -Administrative Staff: Principal, Assistant Principal, etc.
   -Parent
   -professionals in other agencies

B. First Stage Data Gathering in Referral

a. Referral forms to Student Study Teams are used in many schools as a means of: 1. requesting assistance for a student and, 2. beginning collection of data on a student for use by the SST in its meetings and problem solving activities.

b. Referral forms are generally filled out by the person making the request for assistance, often the classroom teacher.

c. Referral forms vary in length and complexity but generally require basic description of the reason for referral, information on student characteristics and modifications already attempted. (See Section V. - Student Characteristics and Section VI. - Modifications.)

C. Review of Referral/Request for SST

a. A review of referral forms may be done by the school site administrator (principal or designee) or coordinator of the Student Study Team (often a member of the Special Education Department or Team). In some cases no pre-screening of referrals occurs.

b. Additional requests for information on the student may be made at this stage, before a SST meeting

D. Student Study Team Scheduling

a. Cases are placed on the agenda or meetings are scheduled to address the concerns expressed in a referral. Some schools have regularly scheduled meetings: once a week, bi-monthly, monthly; others schedule meetings "as needed".

b. Notification of the meeting may include data on the student in question, generally a copy of the referral form. Optional or "as needed" members of the SST are notified. Where parents are a part of the team, they must be contacted. This is often done by the Chairperson or coordinator staff person or the classroom teacher. Sometimes outside professionals may be contacted and asked to attend meetings. "Action-grams" may be used to keep teachers apprised of the status of their referral.

c. Additional information may be sought while scheduling a SST meeting. Tests and observations may be done to extend the available information on the student problem situation.

E. The Student Study Team Meeting/Second Stage of Data Gathering

a. A broad range of personnel may attend SST meetings (see Section III list of SST participants).

b. The activities of an SST meeting may include:
- -review of the referral information
- -discussion directed at collection of new data
- -discussion of possible solutions/problem solving
- -clarification of the problem
- -prioritization of one or two aspects of the student's needs to address in recommendations

c. Functional roles of SST members may include:
- -Chairperson to run meeting
- -Facilitator to keep people on task
- -Coordinator to maintain flow of cases/workload
- -Mediator to resolve disputes
- -Liaison to interface with outside agencies/departments
- -Case carrier if Special Education assessment is needed
- -Recorder/Secretary to record the work process
- -Consultants of various types (Special Education, Classroom teachers, etc.)

F. Implementation of Modifications/Interventions

a. A broad range of suggestions for interventions may come out of an SST meeting. Some are undertaken in the classroom by the regular teacher, some by others in the classroom, some outside the classroom by specialists; in some cases further assessments of the situation or student may be done (See: Modifications listings).

b. Monitoring of intervention activities may be done either formally or informally.

G. Review of Case

a. A review meeting may be held to determine the need for further modifications of regular education program, recommendations for Special Education Assessment, etc.

b. If interventions have been successful the case may be closed.

c. In some cases the problem may be resolved, the case closed, and a subsequent problem arise; in this event, students may be re-referred to their SST.

d. The time between initial SST meeting and review varies.

IV. LIST OF STUDENT STUDY TEAM PARTICIPANTS DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

A. Administrators	B. Teachers	C. Specialists	D. Others
Principal	Student's classroom teacher	Reading	Audiologist
Assistant Principal	Student's previous teacher	Mathematics	Psychologist
Vice-Principal	Teacher receiving student	Physical Education	Counselors
Principal's "Designee"	Student's core teacher	Resource	Guidance Consultant
	Student's elective teacher	Speech	Nurse
	Teacher-member of student study team	Bilingual Education	Home-School Coordinator
	Other interested teacher	Migrant Education	Special Education Clerk
	Miller-Unruh Project teacher	Gifted and Talented Education (GATE)	Administrative Secretary
	Opportunity class teacher	Chapter I	Interpreter
	Resource teacher	School Improvement	Social Worker
	Speech teacher		Physicians
	Special day-class teacher		Probation Officers
	English-as-a-Second-Language (ESL)		Parents
	Remedial/supplemental teacher		Student

V. LIST OF STUDENT CHARACTERISTICS DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

A. Demographic Characteristics

Age _____

Grade _____

Dominant Language _____

B. Academic Problem Areas

a. Reading	b. Mathematics	c. Spelling	d. Written Language	e. Spoken Language	f. Handwriting
decoding	Facts (terms, symbols: + - x ÷)	skill well below reading achievement	grammar	difficulty pronouncing words and phrases	illegible
word-attack skills/phonics	basic computation	omits or adds letters	punctuation	blocks on easy words	reverses letters (7-ר, J-ל)
comprehension	word problems	poor sequencing	capitalization	grammar is poor	difficulty copying from page & blackboard
sight vocabulary	concepts	spells phonetically	writing sentences	words used inaccurately	skills well blow grade level
skills well below grade level	application (money, time measurement)	poor visual memory	paragraphs	poor verbal organization	tense-tight writing style
confuses words (was/saw, on/no, want/went)	numeral reversals (12/21)	sound-symbol difficulty		limited vocabulary: speaking, listening	poor rhythm
		endings		poor comprehension of discussions	poor writing posture or pencil grip
		cannot spell from list or dictation		poor written expression	unusual difficulty staying on line
		spells poorly in written assignments		poor retention of what is heard	crowds writing at margins
		guesses wildly when spelling		confusion between dominant & secondary language	
		skills well below grade level		poor listening skills	
				poor understanding of directions-commands	
				unable to express thoughts-feelings	
				poor articulation	
				nonfluency	
				voice disorders	

C. General Academic Performance

grade point average (GPA)
credits: behind, completed
performance in comparison to grade
low achievement versus "ability"
slow learning
few academic strengths
"appears to be very bright"
previous intervention/modification history
test results
does not exhibit reasoning
difficulty in learning & using concepts
forgets previously learned material
knowledge gaps (suprises with what does/ doesn't know)
learns better at certain times
learns through some channels better than others
learns some skills (3r's) better than others

D. Academic Behavior

slow learner
under achiever
study habits
does not bring materials to class
does not use textbook effectively
does not follow directions, cannot follow directions
does not turn in homework
wastes class time
difficulty taking notes
gives up easily-low frustration threshold
acts helpless
has limited attention span (less than 10 mins.)
has difficulty understanding directions, questions and comments
cannot estimate classroom expectations without additional data

E. Behavioral Areas

a. Emotional Behavior

emotional cycle (good-days & bad-days)
cries easily
seems withdrawn
nervous
nailbiting
is often angry
inadequate self-concept
does not display emotion
often appears depressed
hyperactive
hypoactive
temperamental
does not adjust to changes in routine
often afraid

b. Social Behavior

loud and boisterous
frequently fights
destroys property
steals
lies
does not relate well to peers
is hostile toward other students
is argumentative
very social (has many friends)
seems threatened by other students
does not participate in games or sports activities

c. Classroom/Campus Behavior

does not participate actively in class activities
does not own actions-blames others for his actions
makes "excuses"
makes inappropriate noises
impulsive
difficulty working independently
completes little work
is inattentive
easily distracted
often daydreams
vacant expression
cheats on tests
defiant
talks without permission
plays with objects while working or listening

c. Classroom/Campus Behavior (continued)

out of seat often
cannot/will not work with others
does not follow rules - class or playground
in constant motion
is a passive resister
excessive absences - tardy
hostile toward adults
encourages peers to disrupt
will not follow direction
poor attitude towards adult authority

F. General Information

a. Motor Coordination	b. Perceptual Dysfunctions	c. General Health	d. Tests Referred to in Relation to Possible Data Collection on Students
Fine handwriting cutting pasting printing drawing Gross walking running jumping poor balance (i.e. locomotive) Eye-hand coordination Preschool self-feeding? uses spoon, fork, knife?	reversals distortions difficulty in making designs visual decoding auditory	memory problems visual input verbal input excessive physical symptoms (pains) low vitality frequent illness headaches: frequent or severe dizzy spells visual problems wears glasses auditory problems takes medication known medical problems	Nelson Reading-Vocabulary (comprehensions and combined scores) Stanford Diagnostic Reading Comprehension Districts tests: reading, math, writing "Psychometrics" "Psychological Testing" California Test of Basic Skills (CTBS): grade, reading comprehension, spelling, total language, math comprehension "Achievement Test": instrument name, reading, language, math "Available Test Results" -arithmetic/mathematics; comprehension, concepts, applications, total -vocabulary, reading comprehension, (four/level) total -language: mechanics, expression (EXPR), spelling, total "Screener" in relation to early child development - age normal development Peabody Individual Achievement Test Key Math Diagnostic Test Spache Diagnostic Reading Scales Developmental Scales Wide Range Achievement Test Brigance: reading, arithmetic, spelling Woodcock - Johnson Psycho Educational Battery Woodcock Reading Mastery Test Larson-Hammill Test of Written Spelling Larson-Hammill Test of Written Language Adaptive Behavior Scale Fairview Self-Help Scale Vineland Test of Social Maturity Pre-School Attainment Record Burke's Behavior Rating Scale Frosting Developmental Test of Visual Perception Bender-Gestalt Visual Motor Integration Test Developmental Scales Purdue Perceptual Motor Inventory Denver Developmental Screening Test Illinois Test of Psycholinguistic Ability

d. Tests Referred to in Relation to Possible Data Collection on Students (continued)

Peabody Picture Vocabulary Test
North-Western Syntax Screening Test
Language Samples
Fisher-Logemann Articulation Test
Language Development Scales
Boehm Test of Language Concepts
Assessment of Children's Language Comprehension
Woodcock-Johnson Psycho-Educational Battery
Clinical Evaluation of Language Functioning
Test of Adolescent Language
Fullerton: speech and language understanding
Cattell Intelligence Scale
Stanford-Binet Intelligence Scale
Wechsler Tests of Intelligence
Leiter International Performance Scale
Merrill-Palmer Scale
Slosson Intelligence Test
Columbia Mental Maturity Scale
Bayley Scales of Infant Development
System of Multi-Pluralistic Assessment: problem-solving
Air and Bone Conduction pure-tone Audiometry
Speech Awareness
Discrimination tests
Impedance audiometry
Visual Inspection of the external ear
Receptive Expressive Observation
Woodcock-Johnson Psycho-Educational Battery
Detroit Tests of Learning Aptitude
Motor Free Visual Perception Test Visual-Aural Digit Span
San Diego Quick Assessment and Reading Continum

VI. LIST OF MODIFICATIONS DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

A. Environment

study carrels
change seating, preferential seating
reduce distractions where possible
change to another class
change groups
create more physical space for learner
consider physical health problems
cross-age, cross-grade, peer or adult tutors
special study area
use small groups
individualized groups
change: teacher, grade, school
change of schedule
adjustment of length of day
reduce length of day
use activity breaks
systematic exclusion:
- -student works in conf. area
  goes to class only when willing to follow directions

use "timeout" (remove student from classroom)
seat student next to teacher's desk
use detention
move student
- -away from friends
- -close to front of class
- -close to center of instruction
- -to lighter side of room
- -to dark side of room
- -near solid "security" object

after school

B. Materials

use different materials:
- -tapes
- -manipulatives
- -task cards
- -slates
- -"math their way"
- -work job blocks
- -filmstrips
- -overhead projectors
- -records

use typewriter
use diagnostic materials
use district continuums
use computer
remedial reading, math programs
Chapter I/School Improvement Program/ Miller-Unruh services
San Diego Quick Assessment & Reading Continuum
computer assisted instruction
use timer to direct & stimulate attention
directions or letter/number models on desk for easy reference & self-correction

C. Assignments

simplify
shorten
individual contracts
use buddy system/partners
use of notebooks for assignment
use copying for visual/motor reinforcement
- -alternative assignment structure
- -extend time to complete assignments

use boldface type
use alternative assignments structure (i.e.,offer a choice of three methods of reporting
use specialized assignments to be done at home with assistance of their parents
SSR & SSW to generate fluency in reading/writing
- -SSR=sustained silent reading
- -SSW=sustained silent writing

assign specific tasks that might build self-esteem
use high interest/low level materials
breakdown tasks into small steps
give student permission to "contract" for reduced assignment
form small work groups where all students are responsible for making sure that each member successfully completes assignments
restructure priorities/assignments

D. Learning

agreement on learner's part to accept designated responsibilities
classroom contracts
have learner keep study book
if learner is told something it is done (i.e., compliance with directions)
have a joint teacher/pupil signal that the student gives when he doesn't understand materials, directions, etc., or needs more help
teacher child strategies on "how to remember"
team the student with a higher functioning student as a role model
have student close his/her eyes & try to visualize the information, seeing things in their minds
determine time of day student feels and works best

E. Teaching Techniques

vary voice volumne as required, vary pace (speak slowly)
use eye contact
use hand on shoulder contact
reduce situational amount/degree when appropriate
teacher circulates through room
repeat instruction-same way
list assignments and/or instructions on board
use behavior modification
use visual aids in giving instructions (overhead/board)
don't grade during the learning phase -but do analyze and feed back to learner
use language master
"show me" cards or other whole class particpation
use stopwatch/timer to motivate children to master combinations, etc.
build concepts by dramatization, movement, concrete materials
an agreement to "back-off" from the student to see if he or she responds to a type of "benign neglect"
reinforce correct responses promptly
use praise
reword for starting, continuing or completing tasks
clarify rules
use timer
provide routine schedule
list & use students interests
teach to students strength areas
use modifications on whole class (rather than single-out students)
compare student to him/herself - not to others
grade student on progress from point A to point B

F. Learning Channel

for auditory sequencing problems:
-limit number of oral instruction
-teach note taking skills
-use lessons on overhead/tape recorder
auditory
visual
kinesthetic
review kindergraten inventory of development
give the Learning Methods Test and/or Learning Rate Test (from reading center)
neurological impress system
determine strongest sensory modality & structure assignments around it.

E. Teaching Techniques (continued)

Re-Teaching (defined as presenting instructions with a different modality, techniques, or material)
have student rehearse expectations during the day
grade on quality of work
with administration approval allow student to take course pass/fail
simplify communication, adapt style to learner
repeat directions slowly & have student repeat them
simplify oral directions to a maximum of three sequential actions
spend extra time reviewing what happened yesterday, what will happen today, and what will happen tomorrow
walk through or rehearse new classroom activities, routines, or habits
establish simplified, consistent routines & provide assistance/supervision during transition from activity to another
use visualization exercises
vary instructional materials/methods
emphasize auditory materials & methods such as rhymes, songs, records, tapes, etc.

G. Miscellaneous

retention in grade
adjustment of grade
social promotions
make documentation of interventions/modifications history available to other staff, special education personnel
keep work samples
review cumulative folder
develop special classes for study skills, homework (and other needs that arise for students unable to fit into the "special education" mold)

H. Parent Contact

parent/teacher conferences
parent/teacher/student conferences
parent/teacher/student/principal/assistant principal/counselor conferences
classroom intervention through phone calls to parent
parent as volunteer classroom aide
enlist parent in special homework assignments
daily/bi-weekly/weekly reports to parents containing progress, performance, effort or citizenship information
develop home-school contracts for monitoring, disciplining, encouraging or shaping behavior of student effectively and consistently
be explicit, frank & tactful
encourage parents to express their feelings about what's happening and/or to give additional background information (diet, sleep habits, behavioral history, etc.)
use active listening
offer direction & specific assistance
require parent to assume responsibility for some specific activity, do not hesitate to use such statements as: "I need you to...get back to me by Friday...", "It is absolutely necessary to..."
put problem into broader perspective, e.g., "If we allow this to continue, down the road, Susie will..."
be generous with "I care" messages & statements about what the child <u>does do</u> that is right & appropriate
in conferences with parent & pupil:
-state problem in terms of specific behavior, instead of "you are a bad kid" or "he/she" is a "bad kid" type messages

H. Parent Contact (continued)

in conferences, con't.
-use specific & concise statements of where "we are" & where "we want" to go, should be positive, a way of sharing, discussion of different ways to "get there"
-be frank, but nonpunitive about possible negative consequences if behavior continues
-setup timeline in near future to review effects of plan
in teacher/parent/principal conferences:
-focus on relative severity of problem, review effects of alternatives used already
-encourage parent to express feelings about situation and/or to give additional background information
-plan strategies & define solutions
-be specific about what teacher, principal, & parent should/will do

I. Outside Resource Intervention

referrals to other programs, offices & agencies: -Head Start
- -public health
- -mental health
- -far northern
- -truancy control officer
- -school district attendance review board
- -Bilingual Education
- -ESL
- -remedial math program/ specialist
- -remedial reading program/ specialist
- -refer for special education assessment
- -refer to office
- -refer to counselor
- -refer to nurse for medical evaluation, followup, home visits
- -refer to psychologist
- -refer to general education consultant
- -refer to speech and language specialist
- -refer to School Improvement Program
- -refer to Title I

refer to other agencies as student is eligible/resources are available

consult with other staff on appropriate and/or available resources for referral

establish a school-level guidance or solution committee

refer to community special services family counseling

J. Behavior Shaping

1) Set aside five minutes at same time everyday to allow and encourage student to express feelings and attitudes about himself and school. Be as nonjudgemental, open ended, and warm as possible. Then briefly review progress and make a few directive statements.
2) Perform thorough task-analysis of problem behavior; sequence all components and shape through frequent feedback and reinforcement.
3) Teacher and student establish a signal or cue to help monitor/control the problem behavior.
4) Work with aide: train aide in shaping procedures and learning theory as much as possible. After teacher given instructions and demonstration, have aide provide positive, guided practice before allowing student to start work independently.
5) Use cross-age tutor, peer tutor, or peer counselor to model specific types of behavior.
6) Use a "classroom contingency management program, a) including systematic monitoring of some kind. Teacher monitored or child monitored, must be quiet and easy to do; b) benefits include more immediate and predictable feedback, makes it easier to be accountable/ responsible for oneself, makes work more manageable, less confusing, visual representations help motivate; c) perform a thorough behavioral analysis, identify antecedent behavior consequence sequences, manipulate/ experiment with antecedents and consequences; d) collect data to share with other personnel, administrators, parents (may be frequency, duration or interval data).

Behavior Shaping continued

enlist student in active problem solving through elicitation of information pertaining to goals, interests:
- -areas in which student feels he/she does really well
- -areas in which student would like more help
- -student goals or ambitious for the rest of the year, for next year, after finishing school.
- -student goals for a job/career he/she would like after finishing school
- -ways student learns best
- -school activities enjoyed most
- -community activities enjoyed most
- -home activities enjoyed most

involve student in extra curricular activities/ other special interest groups

pursue before or after school contact time with student

encourage student to express feelings about situations, use "active listening"

state problem in terms of specific behavior, instead of "you are a bad kid" type messages"

reiterate limits, guidelines and consequences in a calm manner

discuss ways of helping student stay within guidelines

require student to choose and be accountable for a plan of action

provide student with special times to discuss problems, feelings, accomplishments

VII. LIST OF RESOURCES DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

A. Resources Used in Modifications/Interventions:

Resources seem roughly broken into six categories:
Teacher Time
Teaching aids and materials
Other Participants' Time
Assessment/Data collection materials
Student Study Team process materials (forms, etc.)
Miscellaneous materials/resources

Activities that absorb teacher time in support of Student Study Team processes and modifications to regular classroom procedures may include:

a. Teacher Time

-filling out forms
-consulting other teachers, staff
-review of cumulative files
-observation of student
-The SST meeting
-testing of student prior to SST meeting
-development of new teaching techniques
-meeting with Specialists
-Behavior Modification or shaping activities
-parent meetings
-before or after school contact time

b. Teaching Aids and Materials

a wide variety of materials may be used in modification of regular classroom instruction, a partial list includes:
-computers
-typewriters
-tape recorders and tapes
-phonographs and records
-slates
-flannel boards
-specialized flashcards
-work jobs blocks
-overhead projectors and graphics
-posters
-models
-manipulatives
-rewards for Behavior Modification Strategies
-room dividers for isolation/distraction reduction

c. Other Participants Time

a large number of specialists, professionals, administrators, teaching staff and volunteers may be involved in testing, assessment, counseling, meetings, observations tutoring and class coverage in support of SST processes and modifications, a partial list includes:

-parents
-tutors; peer, cross-age, adult
-substitutes for teacher out of class time
-professionals (Nurse, Psychologist, etc)
-specialists (Reading, Math, ESL, Special Education Speech and Hearing Specialists, etc.)

(For a more comprehensive listing see Section IV. - Student Study Team Participants.)

d. Assessment/Data Collection Materials

The costs of data collection include both personnel time (in, 1. Teacher time and 3. Other Participants Time above) and materials. Data collection materials include both standardized tests (see: Student Characteristics: Tests used for data collection) and consumable forms used in the referral/data collection process, a partial list includes:

-referral forms
-observation logs
-Behavior Modification reinforcement logs
-Group Memory Charts for consolidation of Student Study Team meeting activities

e. Student Study Team Process Materials

The Student Study Team process involves, in many districts, record keeping, written announcements, internal assessment and evaluation of the process, administrative and overhead costs. Some of the forms used in the Student Study Team process are:

-Actiongrams
-Meeting notification forms
-Student intervention logs
-Student Study Team calendars
-Student Study Team Case logs
-Parent notification forms

f. Miscellaneous Materials/Resoures

Other costs may include:

-meeting space
-utilities (phone, lights, heat, etc.)
-transportation costs for off site participants (District personnel, County Personnel, parents, etc.)
-files, desks, typewriters, etc.
-duplication costs
-research costs
-staff development costs
-inservice training costs